Developing a new generation of careers leaders

An evaluation of the Teach First Careers and Employability Initiative

Tristram Hooley
Vanessa Dodd
Claire Shepherd

International Centre for Guidance Studies
August 2016

UNIVERSITY *of* DERBY

www.derby.ac.uk/icegs

Publication information

About iCeGS

iCeGS is a research centre with expertise in career and career development. The Centre conducts research, provides consultancy to the career sector, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level.

A history of the Centre is available in the book

Hyde, C. (2014). *A Beacon for Guidance*. Derby: International Centre for Guidance Studies. University of Derby.

For further information on iCeGS see www.derby.ac.uk/icegs

Recent iCeGS publications

Dodd, V. and Hooley, T. (2016). *Evaluation of the Legacy Careers Project*. Derby: International Centre for Guidance Studies, University of Derby.

Hooley, T. (2014). *The Evidence Base on Lifelong Guidance*. Jyväskylä, Finland: European Lifelong Guidance Policy Network (ELGPN).

Hooley, T. (2015). *London Ambitions: Shaping a Successful Careers Offer for all Londoners* (Careers England Policy Commentary 31). Careers England.

Hooley, T. (2015). *The Kent Model of Career Education and Guidance*. Maidstone: Kent County Council.

Hooley, T. and Dodd, V. (2015). *The Economic Benefits of Career Guidance*. Careers England.

Hooley, T., Johnson, C. and Neary, S. (2016). *Professionalism in Careers*. Careers England and the Career Development Institute.

Hooley, T., Matheson, J. and Watts, A.G. (2014). *Advancing Ambitions: The Role of Career Guidance in Supporting Social Mobility*. London: Sutton Trust.

Hooley, T., Watts, A.G. and Andrews, D. (2015). *Teachers and Careers: The Role Of School Teachers in Delivering Career and Employability Learning*. Derby: International Centre for Guidance Studies, University of Derby.

Hutchinson, J., Beck, V. and Hooley, T. (2015). Delivering NEET policy packages? A decade of NEET policy in England. *Journal of Education and Work*. Online first.

Hutchinson, J., and Dickinson, B. (2014). Employers and Schools: How Mansfield is Building a World of Work Approach. *Local Economy*, 29(3): 236-245.

Hutchinson, J. and Kettlewell, K. (2015). Education to employment: complicated transitions in a changing world. *Educational Research*, 57(2) 113-120.

Langley, E., Hooley, T. and Bertuchi, D. (2014). *A Career Postcode Lottery? Local Authority Provision of Youth and Career Support Following the 2011 Education Act*. Derby: International Centre for Guidance Studies, University of Derby.

Neary, S., Dodd, V. and Hooley, T. (2016). *Understanding Career Management Skills: Findings From the First Phase of the CMS Leader Project*. Derby: International Centre for Guidance Studies, University of Derby.

Acknowledgements

Contents

Introduction

Moving from school to work is becoming increasingly complex. The school leaving age has crept steadily upwards as has the level of participation in post-secondary education. However, the increase in the length of time that young people spend in education has been accompanied by a wider range of educational and vocational options (Dorsett and Luccino, 2015; Hutchinson and Kettlewell, 2015; Lanning, 2012). The ever changing nature of the English education system means that students who are currently in school will encounter reforms to GCSE, AS and A levels (DfE, 2015), an overhaul of higher education (DBIS, 2016) and the results of Lord Sainsbury's vocational education proposals (DBIS and DfE, 2016).

Against such a background it is unsurprising if some young people find the process of making choices about their education and transitioning to work extremely difficult. What is even more worrying is that we know that life chances are unevenly distributed and that the process of transition is more difficult for young people from disadvantaged backgrounds. Young people's aspirations, attainment and chance of making a positive post-secondary move are all shaped by their socio-economic background (Sammons, Toth and Sylva, 2016). Furthermore, recent research from the Sutton Trust has demonstrated that social and educational advantage exert a strong influence on access to the best universities, the professions and on career progression within the workplace (Anders, 2015; Jerrim, 2013). Given this it is possible to mount a range of policy justifications for a focus on youth transitions. Supporting young people to move from education to work has economic benefits, benefits for the education system and benefits for social inclusion and social mobility.

It is difficult for young people to know what will be the best decision that they can make to safeguard their futures. Young people were disproportionately affected by the last recession with youth unemployment rising, a decrease in employment, young people remaining in the education system when they otherwise would not have done, financial difficulties, and a decrease in well-being and mental health (Bell and Blanchflower, 2010). If there is another recession there is a serious risk that this pattern will repeat.

The role of schools

Schools have a critical role in preparing young people for this challenging world. While schools have to work within the social, economic and systemic constraints there is evidence that good schools and good teaching make a difference to the outcomes of individual pupils, although they currently do little to close the gap between the most and least advantaged (Strand, 2016). There is also evidence to suggest that purposeful interventions by schools to support young people in making educational and career decisions can enhance attendance and retention in the school system, attainment, progression and lifetime earning potential (Hooley, 2014; Hughes *et al.*, 2016).

Educational interventions to support young people in their educational decision making and career development are given a wide range of different names. In various contexts this activity might be referred to as career guidance, work-related learning, career education or commonly as career education, information, advice and guidance (CEIAG). There are also a number of closely related areas including enterprise and entrepreneurship education, work experience and advice about further and higher education. We believe that all of these activities which support young people to make choices about their futures are helpfully grouped together at the school level. This helps to build a stronger programme of learning for students and makes a diverse range of activities more manageable for schools. Teach

First have adopted the term career and employability learning (CEL) to describe all of this kind of activity.

Good CEL within schools is a critical part of realising the potential of young people. However, the responsibility for delivering CEL was only allocated to schools in the Education Act 2011. Since then numerous reports have concluded that while some schools have begun to innovate and develop excellent careers provision, others are foundering, unsure of their role (summarised in Hooley, Matheson and Watts, 2014). Overall this has resulted in patchy provision of CEL for young people in England (Ofsted, 2013, Langley, Hooley and Bertuchi, 2014). Worryingly, some research has found that provision of this support is patterned by socio-economic advantage with less advantaged young people getting access to less CEL (Archer and Moote, 2016). This patchiness is unsurprising as careers is still a relatively new responsibility for many schools and one which they often lack the capacity to discharge as well as they would like.

A particular challenge for schools in delivering high quality CEL is considering what the appropriate mix of professional expertise is within schools. Research by the OECD (2004) found that school-based models of CEL are often disconnected from the labour market. Many teachers have spent most of their lives in the education system and have limited understanding of vocational opportunities and the wider labour market. Given the dynamism and complexity of both vocational education and career pathways it is very challenging for teachers to feel confident about their involvement in CEL. Internationally schools have developed a range of complementary responses to this problem include the development of forms of employer partnership, the use of brokerage organisations, the employment of career guidance professionals within the school and the training of teachers to increase their expertise.

A response from Teach First

In 2014 Teach First asked researchers from the University of Derby to explore what the role of teachers should be in the delivery of high quality CEL. The reasoning was that if school's lacked capacity to deliver CEL it would be valuable to maximise the highly skilled resources that they do have in teachers to support this activity. The research identified a series of key roles that teachers can play in career education and guidance within schools (Hooley, Watts and Andrews, 2015). Those roles were described as follows:

1. **Career informant:** Being a trusted adult who can discuss career decisions to inform a young person's career aspirations.

2. **Pastoral support:** Providing pastoral support that links career decisions and career support together.

3. **Within-subject teaching:** A teacher who makes connections between their subject and CEL to help build progression skills throughout the curriculum and better link classroom content to life beyond school.

4. **Delivering CEL:** Being involved in delivering specific CEL programmes, for example as part of the PSHE curriculum.

5. **Leading CEL:** Operational oversight of whole school approach to CEL e.g. acting as a school's careers leader. The research argued that this role was critical to the delivery of effective CEL in schools and that it needed to be viewed as a middle leadership position.

6. **Senior leadership:** Providing senior leadership and strategy relating to careers and associated areas.

The research argued that there was a need to upskill teachers to play these roles and particularly to develop the role of the careers leader. In a subsequent article, Andrews and Hooley (2017) note that there have been a number of previous attempts to develop the careers leader role and to underpin it with training and CPD, but these have been limited in scale and often lacked sustainability. They argue that establishing a professional basis for career leadership is one of the critical questions that faces the career education and guidance system in England.

In response, Teach First (2015) published *Careers Education in the Classroom* which focused on the implications for and provision of teacher training around career and employability learning. In this report Teach First laid the framework for a pilot programme of CPD in order to empower teachers to take on a variety of roles related to CEL. The report articulates the organisation's strategic plan to empower teachers to be career informants and increase awareness of the need for CEL pastoral support, to offer CEL as a part of within subject teaching, as well as to train teachers to lead and deliver CEL.

This evaluation explores how Teach First's plan to develop teachers' capacity in CEL was implemented and the effectiveness of the organisations Careers and Employability Initiative.

1. Understanding the Careers and Employability Initiative

> *Over the coming years, we intend to work with our partner schools to develop examples of outstanding practice, which can act as a role model for others. Our ambition for the careers leadership programme is to develop a high profile and desirable school role for aspiring senior leaders. As our ITT model has influenced others, we hope that this innovation will lead by example in ensuring all teachers are equipped to inspire and educate the next generation of employees, entrepreneurs and employers…*
>
> *This is an urgent problem with an acute moral and economic imperative for action. We have sought to lay out our contribution to the solution, in the neglected area of teacher training. But teachers can't do it alone. The long-term systemic change necessary, requires efforts from policymakers, employers, and rest of civil society.*
> **Teach First (2015)**

In *Career Education in the Classroom*, Teach First committed to developing a new vision for teacher education in careers and employability learning. The Careers and Employability Initiative which is the focus of this evaluation piloted the organisations approach to doing this. The Teach First programme lead summed up the purpose of the programme as follows.

> *We're putting CEL on the map for teachers - and not just on the map but as an equal and complementary priority to academic progress and attainment. Teachers do not feel prepared to take on the required roles in CEL. It is not just teachers knowing that it is important but also about being well equipped to best fulfil those roles. I don't think this can be something that can be done in a one-off short session: it requires continued attention and training.* **(Teach First, Employability Manager and Programme Lead)**

The pilot programme is funded by the KPMG Foundation and Goldman Sachs comprised of three main elements (see figure 1).

Figure 1: The Teach First Careers and Employability Initiative
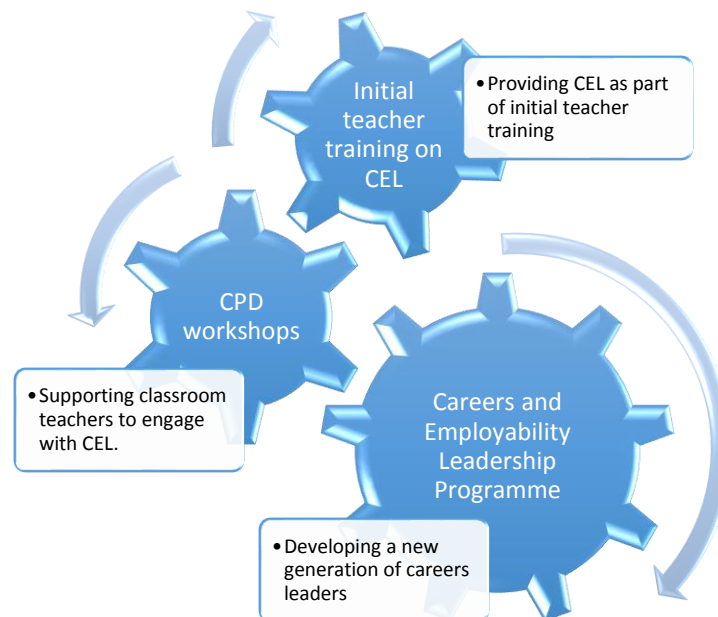
Initial Teacher Training on CEL

The first component of the Careers and Employability Initiative was an initial teacher education session on CEL delivered as part of the Teach First Leadership Development Programme Summer Institute for year one and two teachers.

The data that is available on these ITT sessions relates to sessions that were delivered early on in the development of the Careers and Employability Initiative prior to the appointment of the Teach First programme lead. The sessions focused on how CEL can support the Fair Education Impact Goals which underpin Teach First's mission (Teach First, 2015). Participants were also invited to explore their personal experience and knowledge about CEL and to explore career pathways students could follow with their subject.

In addition to this Teach First ran a suite of workshops at the Impact Conference 2015. Attendance at these workshops was optional for first and second year participants.

Continuing Professional Development (CPD) workshops on CEL

The second component of the Careers and Employability Initiative was the continuing professional development (CPD) workshops on CEL for current and former participants (ambassadors) in Teach First programmes as well as teachers who had no previous connections to Teach First. The aim of the workshops was to provide training to teachers that enabled them to integrate CEL into their subject teaching.

The 90 minute workshops were delivered by regional partner organisations. The workshops offered were as follows.

1. *Embedding enterprise skills into the curriculum.* Developed with and delivered by Enabling Enterprise.

2. *Make it matter. Joining the dots between exams and employment.* Developed with and delivered by Business in the Community.

3.   *Integrating careers into your classroom practice*. Developed with and delivered by Future First.

Careers and Employability Leadership Programme

The third and most substantial intervention was the Careers and Employability Leadership Programme (CELP). This was an intensive training programme which ran across an academic year and which was designed to establish careers leaders in schools across England. Middle leadership has recently received more attention, with Baars *et al.* (2016) arguing that (1) effective middle leadership lies at the heart of effective schools and (2) it is possible to define what constitutes effective middle leadership and develop teachers to be more effective in discharging this role. Andrews and Hooley (2017) have then gone on to define in more detail what a middle leadership role focused on careers should look like. The CELP aligns well with all of this work and sought to develop both knowledge of CEL and capacity to lead.

The objectives of the CELP was that on completion of the programme (1) participants would be confident, knowledgeable and trained leaders in this field, and understand what first-class provision in CEL looks like; (2) schools would have designed a high quality whole-school careers strategy, including a robust monitoring and evaluation framework; (3) schools would have Senior Leadership Team (SLT) buy-in for the implementation of the new whole-school careers strategy; and (4) schools would have been effectively supported throughout the programme by the Teach First Programme Lead, local business mentors and peer support networks. These objectives are innovative because they do not just focus on the skills that an individual will acquire through participation, but rather focus on organisational outcomes, system change and the development of supportive networks.

The CELP approach reflects the lessons of the literature on training transfer, training utilisation and knowledge maturation (e.g. see Dermol and Cater, 2013; Noe, Clarke and Klein, 2014). These research papers highlight the importance of embedding training and development activities within the context that they are intended to be used. Specific research on teacher professional development has found that professional development works best when it is part of an overall strategic school plan (Pelgrum and Law, 2003).

The CELP covered a wide range of aspects of CEL across eight modules. Each module was delivered face-to-face over one-two days by relevant experts. The modules all focused on different aspects of CEL, for example providing an overview of students' post-secondary options or exploring the role of business and work-related learning.

The areas covered within the modules set out the focus of the CELP. However, the programme was defined as much through an innovative delivery method as through the content. The delivery approach consisted of six elements, (1) an intensive training course; (2) an evaluation of existing CEL provision and perception across the school; (3) resources to support the development and delivery of CEL, (4) coaching and support throughout the programme by the Teach First programme lead, employers and careers and employability providers; (5) collaboration between CELP participants including a paired buddy support system; and (6) reflection on processes and procedures, see figure 2.

Figure 2: CELP Model

As figure 2 shows the CELP is not 'just' a course, but rather uses the taught aspects of the programme as a structure around which a school engagement and improvement process can be built. The taught modules provide a structure for participants to develop a range of practical outputs that can then be used to influence and develop provision within their school. Teach First also supported participants to engage their SLT as well as directly meeting with school SLTs to ensure school level buy-in for the programme. The CELP participant is viewed as an agent of change who can drive whole school development of CEL.

2. About the evaluation

The evaluation used a mixed methods approach. Data sources included: feedback data gathered following participation in aspects of the programme, interviews with the Teach First programme lead and teacher participants, surveys used to gather data about the participants' experiences and the current state of CEL in the participating schools, five case study visits in participating schools and the development of an instrument to measure teachers' attitudes to CEL. The different methods were combined to examine different types of impact and to triangulate the observed impacts.

The figure below sets out the approach to evaluation that underpins the work of the International Centre for Guidance Studies. It draws on and develops Kirkpatrick's (1994) framework for evaluating training and development interventions. The framework has been developed iteratively through the evaluation of a large number of career, employability and enterprise education programmes and has previously been expounded in Dodd and Hooley (2016).

Figure 3: The iCeGS evaluation framework

Return on Investment

Results

Behaviour

Learning

Reaction
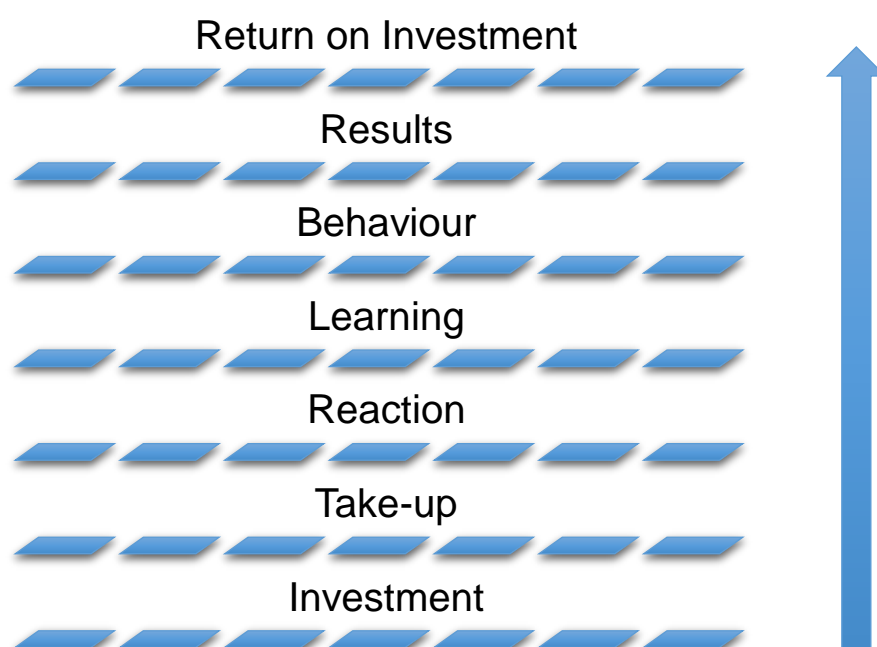
Take-up

Investment

The framework begins by establishing the level of resources that have been expended on any intervention (**investment**) and the level at which the intervention has been engaged with by the target audience (**take-up**).

It then focuses on the participants' experience and whether they have enjoyed participating and found it useful (**reaction**), whether participants have learnt anything (**learning**) and whether they do anything differently as a result of their participation (**behaviour**).

The model then highlights the importance of establishing what the longer term effects are from the intervention. Are people who participated more likely to find a job, succeed in their qualifications or achieve any other concrete outcomes (**results**)? Ultimately the evaluation will seek to establish whether the original investment was effective and whether it represents value for money (**return on investment**).

It is not always possible to ascertain impacts at all of these levels in every evaluation. However, the evaluation framework does provide a way of thinking about the impacts that can be measured and ensuring that all levels of impact remain in view.

In addition to the iCeGS evaluation framework the evaluation also made use of the Gatsby (2014) Good Career Guidance benchmarks. The Gatsby benchmarks were used because they represent an evidence based summary of good practice in CEL. The benchmarks summarise good practice in schools under eight headings as follows.

1. A stable careers programme

2. Learning from career and labour market information

3. Addressing the needs of each pupil

4. Linking curriculum learning to careers

5. Encounters with employers and employees

6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance

The Gatsby benchmarks have been used in this evaluation to provide a framework against which school's CEL provision can be prepared. In particular we have looked at whether schools perceive that their provision has improved during the period in which they have participated in the careers programme. It is important to state that the programme was not designed solely around the Gatsby Benchmarks – and that the Benchmarks were just one part of a wider framework of programme success measures. The benchmarks are being used as a description of good practice in schools rather than as programme aims against which the programme should be tested.

Finally, the evaluation team worked closely with Teach First to provide both formative and summative feedback against the organisations aims for the project.

Figure 4: Teach First's aims for the Careers and Employability Initiative

ITT
- New teachers feel confident and equipped to fulfil the pastoral/careers informant role.

CPD
- Subject teachers feel more confident and better equipped to make connections between CEL and their subject.

CELP
- 15 teachers become confident, knowledgeable and trained leaders in this field, and understand what first-class provision in CEL looks like.
- 15 schools design a high quality whole-school careers strategy, including a robust monitoring and evaluation framework.
- 15 schools gain Senior Leadership Team (SLT) buy-in for the implementation of the new whole-school careers strategy.
- 15 schools are effectively supported throughout the programme by the Teach First Programme Lead, local business mentors and peer support networks.

We return to these programmes aims at the end of section 3 (findings from the evaluation) and report how far the programme met each of them.

3. Findings from the evaluation

Initial Teacher Training session on CEL
Through the initial teacher training session Teach First sought to ensure that 'new teachers feel confident and equipped to fulfil the pastoral/careers informant role.'

Investment. A short session on CEL was included within the 2015 Summer Institute. This session was developed at an early stage of the project prior to the appointment of the programme lead. Its focus was confined to showing how CEL related to the Teach First Fair Education Impact Goals.

Take-up. The session was attended by participants at the Summer Institute. Feedback on the session was received from 1375 participants.

In addition to a number of optional workshops focusing on CEL were delivered at the Impact Conference 2015 for new teachers. These workshops were as follows.

1. Addressing the STEM crisis, building a pipeline of talent – 169 attendees.

2. Mentoring pupils at sixth form – 79 attendees.

3. What about life skills – being ready to thrive in your pathway of choice – 72 attendees.

4. Leadership and governance – can businesses play a role? – 36 attendees.

5. Getting into competitive courses – 28 attendees.

6. Supporting pupils to make effective subject choices – 19 attendees.

7. Is business failing the next generation? – panel debate, attendees unknown.

Reaction. Participants were polled only after the Summer Institute session outlined above, as part of the overall evaluation of the Summer Institute. The reaction to the session was not particularly positive with only 33% of participants rating the session as 'useful' or very 'useful'. Most participants rated the session on CEL at the summer institute as 'neutral' (53%).

Learning and behaviour. Alongside the satisfaction question participants were also asked three other questions about their orientation to CEL following the session. Most participants (79%) believed that CEL was part of their role as a teacher. However, they were less confident that they had the skills to deliver CEL (58%) or that they knew where to access resources to support CEL (48%).

Results and **return on investment**. It is not possible to say anything about the results or return on investment of the Summer Institute session.

Summative comments. The feedback from the Summer Institute session suggests that there is room for improvement in the provision that is included in initial teacher education. The fact that the session took place early in the programme's development probably accounts for some of the issues identified. However, at present it is difficult to be certain that the programme aim that 'new teachers feel confident and equipped to fulfil the pastoral/careers informant role' has been met. The feedback suggests that the session needs to be made more impactful and that it needs to provide participants with more practical outcomes around what to do and where to find resources for CEL.

CPD workshops on CEL

> *Made me think about what we teach and why!* **(CPD workshop participant)**

The programme aim for the CPD workshops was that 'subject teachers feel more confident and better equipped to make connections between CEL and their subject.'

Investment. 14 CPD workshops were organised by Teach First. Workshops took place in a range of locations in England including, London, Newcastle, Swindon, West Somerset, Bristol and Manchester. In total 213 teachers attended the CPD workshops. This exceeded the original target (200) but required a greater number of workshops than originally planned.

Take-up. Most sessions were optional and offered as part of wider conferences and CPD days. However, in a few cases sessions were delivered as part of school inset days.

Reaction. Feedback was received from 167 participants. 92% said that the sessions had met the learning outcomes (99% said that they had all or partially met the outcomes). Participants were asked to rate the overall content on a scale of 1 (lowest) to 5 (highest). The average rating was 4.22 suggesting that there was a high level of satisfaction with the workshops. Participants were also asked to rate the quality of the facilitation on a scale of 1 to 5. The average rating was 4.37 again suggesting a high level of satisfaction.

Participants' additional comments also highlighted the fact that the workshops were useful and practical and that they gave them ideas which could be implemented.

> *Very useful session - excellent ideas and helpful tips for implementation and sourcing speakers. Good to hear what other schools are doing also.* **(CPD workshop participant)**

> *Fantastic session with plenty to implement straightaway.* **(CPD workshop participant)**

There was some appetite for these workshops to be longer, to provide more detail and to offer more supporting resources.

> *If this was a full inset day, it would be more productive, and could include more subject specific content.* **(CPD workshop participant)**

Learning, **behaviour**, **results** and **return on investment**. An attempt was made to examine the shift in teacher attitudes as a result of the CPD workshops. However, response rates to the follow up survey were too low to draw any clear conclusions. However, there were a number of qualitative comments that suggested that participants had increased participants' capacity to implement CEL.

> *A fantastic, really worthwhile session. Will use this in my class from Monday! :).* **(CPD workshop participant)**

> *Fantastic session, innovative and exciting - can't wait to try some ideas out.* **(CPD workshop participant)**

It will be important to deepen the level of evaluation for the CPD workshops in the future to enable these higher levels of impact to be captured more precisely.

Summative comments. The CPD workshops were successfully organised, impacted on over 200 teachers and were well received. There was some evidence that the programme aim was met and that 'subject teachers feel more confident and better equipped to make connections between CEL and their subject'. Although there is a need to try and capture higher levels of impacts in future evaluations.

The conception of these workshops changed during the programme which resulted in the length of the workshops being reduced. It was not clear what the consequences of this change were on the impact of the CPD workshops. There is clearly value in offering a lower commitment CPD product than the CELP and there would be value in continuing to develop the range of CPD products that Teach First organises to support teachers' engagement with CEL.

One area that is worthy of further reflection is the difference between those workshops that were run as part of in-school 'inset' days and those that were part of external training events. While both were well received it was challenging to recruit participants to sessions out of school. Furthermore, the wider research suggests that in-school training is likely to be more effective in achieving practice change.

Careers and Employability Leadership Programme

Teach First's aims for the Careers and Employability Leadership Programme were as follows.

- 15 teachers become confident, knowledgeable and trained leaders in this field, and understand what first-class provision in CEL looks like.

- 15 schools design a high quality whole-school careers strategy, including a robust monitoring and evaluation framework.

- 15 schools gain Senior Leadership Team (SLT) buy-in for the implementation of the new whole-school careers strategy.

- 15 schools are effectively supported throughout the programme by the Teach First Programme Lead, local business mentors and peer support networks.

These will be discussed in this section in relation to the iCeGS evaluation framework and the Gatsby Benchmarks. We will then conclude by revising these aims in detail to summarise the findings.

Investment
The CELP programme was successfully delivered. The first module was delivered in October 2015 and the last module in July 2016.

Take-up
Teach First set a target to recruit 15 career leads across schools to the CELP pilot, a target which was met. Recruitment to the pilot initially targeted subject teachers at middle leadership level. Through negotiation with the schools, recruitment broadened to allow members of school leadership to also enrol on the pilot. The following schools participated.

- Appleton Academy

- Dyke House Sports and Technology College

- Eastbury Community School

- Greenford High School

- Greenwood Academy

- Kenton School

- Lambeth Academy

- North Oxfordshire Academy

- North Shore Academy

- Oasis Academy Brightstowe

- Oasis Academy Isle of Sheppey

- Oasis Shirley Park

- Swanshurst School

- Walsall Academy

- Westminster Academy

All participating school representatives engaged throughout and completed the programme.

Schools and participants were motivated to participate in the CELP by a range of reasons. Some schools wanted to provide a CPD opportunity for an individual member of staff and others because they wanted to engage with CEL but did not know where to start.

> *I decided to sign up because I came into this role with no background knowledge about careers. I'd had a background in business and then had been a form tutor. So the CELP skilled me up. (CELP participant)*

However, for many CELP served as a vehicle for a school improvement journey that the school had already begun alone.

> *We fell upon this course accidently. But it was timely. I started two years ago with a whole school project looking at student destinations. We have developed a school mission and strategy around careers, enrichment, pupil leadership and progress to higher education. We were already on a strategic road. The CELP didn't set that. But it did validate our thinking. It is great to know that the research supports the thinking. (Senior leader)*

CELP is an intervention that is only really viable for those with available time, resources and the support of leadership at their school. Schools were required to provide participating staff members with off-timetable time every fortnight as well as allowing them out of school for eight training workshops across the year. Some schools perceived this as a high level of commitment and while the participants generally felt that the time that they had spent on the programme had been worthwhile (with all participants agreeing that there were the right amount of modules on the programme), some reported that it had been a source of conflict with their senior leaders.

> *I have personally had to have some hard conversations with the head teacher who basically said, I don't think that I can keep letting you out for this many days. In the beginning they said it was going to be one day during a half term and one day at weekend or holidays and now you are*

*bringing me this request for two days here, two days there. We cannot afford to have you out. So I had to really fight to be able to keep taking those two days. That has been very much a source of conflict. **(CELP participant)***

If the programme were to scale up there would be some tension between the level of commitment required and the possibility of recruiting schools to participate. One CELP participant suggested that it might be easier if the programme could be organised regionally to avoid lengthy traveling to London for overnight sessions.

The CELP was conceived in part as a programme to develop middle leadership within schools. Most participants were middle leaders (or aspiring middle leaders), but a small number were drawn from senior leadership teams. There was some evidence that those from the SLT found it easier to make progress within their schools (as might be expected). However, there were both advantages and disadvantages in mixing the level of participants; on one hand, some SLT participants felt that some of the wider development content was pitched below them while on the other hand participants found the opportunity to work with staff at different levels a real asset.

Reaction

Participants provided a range of summative feedback on the programme after workshop 8. The feedback was overwhelmingly positive. Participants were asked how likely they were to recommend the CELP to another school out of 10 (1 being the lowest and 10 the highest). The average rating provided by participants was 9.62 suggesting a very high level of satisfaction with the programme.

The strong rating that participants gave to the programme was also backed up by their qualitative feedback.

*The training has been excellent; some of the best training I have received. **(CELP participant)***

*It has been an exceptional programme that has already challenged and moved knowledge, understanding and thinking. Much progress has already been made and there is huge capacity for more. **(CELP participant)***

*Amazing programme. High quality. Loved every minute! :) **(CELP participant)***

Participants provided more detailed feedback on a range of aspects of the programme as is shown in table 1.

Table 1: Participant feedback on the CELP

Statement	Participant responses
The support provided by the Teach First co-ordinator was useful	100% useful/very useful
There were the right number of modules during the programme	100% agree/strongly agree
I was given enough time by Teach First to engage in pre-module work.	100% agree/strongly agree
I was given enough time by Teach First to undertake post-module work	100% agree/strongly agree
The frequency and timing of the modules was well planned.	85.7% agree/strongly agree
The meetings between the Teach First co-ordinator and my senior leadership team were useful.	84.6% useful/very useful
The resources that Teach First provided me with were useful.	Some variation across each of the different resources – but all high levels of agreement.

One area of concern was whether the CELP had too much content within the current timeframe and did not provide participants with enough time to reflect and put their learning into practice.

> *It has been very jam packed. We could have done with a bit more time to reflect and plan. It puts a lot of pressure on the participant to operationalise things. It would be better if this was more clearly built in.* **(CELP participant)**

In general, where participants were describing the learning, support and resources that they were provided with as a core part of the programme they were overwhelmingly or unanimously positive. The feedback for the Teach First programme lead (Megan Clatworthy) was very positive and clearly combined positive feedback about the strong mentoring and coaching role that she played as well as an extremely high level of personal regard.

> *The staff team were EXCELLENT. This course was informative, timely and well-executed. It made the module come alive and the range of guests were well thought out.* **(CELP participant)**

> *Megan is a consummate professional and acts at all times with positivity, authority and compassion. She is solution focused, supportive and empowering. Her messaging and high quality sessions all point to the highest aspirations for the project and us.* **(CELP participant)**

> *Megan built and led a team of teachers to be passionate careers leaders.* **(CELP participant)**

While this feedback is clearly a strong endorsement of the programme it does raise the issue of the personnel and resourcing required for the programme. The success of the Careers and Employability Initiative was clearly dependent on having the right mix of expertise and inter-personal skills. It was also an intensive programme which made considerable demands on the programme lead.

> *I've found it quite challenging delivering the programme as well as being the strategic lead and face of the programme both internally and externally… A wider project team for any expansion work would definitely be beneficial* **(Teach First programme lead)**

Teach First will need to consider carefully how best to staff and resource the programme as it moves forward and grows.

Feedback on working with partners who participants were introduced to through the CELP (e.g. the employer mentor and various delivery partners) was also very positive, although some participants felt that they had not been able to make the most of these additional opportunities largely due to time constraints. Another concern was that while the CELP introduced participants to a range of possible partners there was a danger that this resulted in an 'approved supplier' list which ignored a number of other providers who it would be valuable to consider.

> *There is a question about how far the programme should be backing particular products rather than helping participants to create new curriculum. We need to see different providers.* **(CELP participant).**

Inevitably there are some challenges for Teach First to navigate with respect to the recommendation of third parties. On one hand some schools wanted support in navigating the confusing landscape of suppliers, on the other there is a danger that a recommended list is seen as narrowing schools' options. This is something to be aware of as the programme develops.

The programme was generally seen as demanding, with a number of participants articulating that it was a challenge to complete all commitments. The major challenges that participants identified were related to their own context. Around half of participants believed they had not been given enough support by their school's SLT to participate in the programme and slightly less than half believed that they needed more time off timetable to progress. Participants made the following comments.

> *More SLT buy-in would have been useful.* **(CELP participant)**

> *Programme content and frequency was excellent but very challenging to follow up on due to little school support. Modules during weekend/half term more difficult. Very little/no support from SLT and no time allocated to engage in programme.* **(CELP participant)**

> *Limited buy-in and no time off timetable challenged the overall outcomes of programme. The programme content was excellent.* **(CELP participant)**

Learning
Participants talk about the range of things that they had learnt from participation in the programme. A number mentioned the value that they had derived from working closely with teachers from other schools. The formation of a cohort and the allocation of 'buddies' within this cohort supported peer learning as well as the learning that came directly from the course content.

> *Bringing teachers together – it seems like quite a minor thing to say – but having them all in the same room, physically, was impactful in and of itself. Having a small community of teachers coming together, sharing with and learning from each other was an important part of the course.* **(Teach First programme lead)**

One participant described how it helped them to think more strategically.

> *What the CELP is really helping me to do is to think about it strategically and to see how we can bring it all together to make it more meaningful and then to be able to analyse the gaps.* **(CELP participant)**

Other participants had very limited experience of CEL prior to their involvement in the programme and reported that it had given them a good practical grounding in all aspects of CEL.

> *I drew the vast majority of my knowledge about careers from this programme. I had very little understanding beforehand. Without the course I wouldn't have been able to put together a programme or help to train other staff.* **(CELP participant)**

One participant summed up her experience as follows.

> *Personally I feel more knowledgeable. I feel I have a lot more credibility when talking about careers and careers education. I feel that I've been able to positively and convincingly talk to the whole staff body and to set a vision. I'm really confident that the strategy that I've developed is of really high quality and will make an impact next year. I don't think that this would have happened if I'd had to do this on my own.* **(CELP participant)**

Behaviour: Changes in teachers attitudes
All teaching staff in the 15 pilot schools were invited to participate in a 19 question self-report survey which measured CEL attitudes and practices as well as their perception of senior leadership involvement in CEL. The 19 questions were divided into five subscales and a 19 question full scale.

Teachers were asked to complete the survey twice: once at the beginning of the pilot as well as upon completion of the pilot. A total of 194 teachers were matched to both surveys using demographic data. The researchers used a Wilcoxon Signed Ranks test to test for statistically significant change from the follow up survey. Prior to participation in the CELP, teachers within the pilot schools agreed about the importance of engaging with CEL for their students. The results of the follow up survey suggested a statistically significant improvement overall in attitudes about CEL following the CELP.[1]

A statistically significant[2] improvement was found regarding general attitudes toward CEL after the pilot. This includes a positive change in attitudes toward talking with their students about careers, knowing where to direct students for more support with their career and toward facilitating career conversations for students with the relevant people. In addition teachers reported on their CEL practice. While there were some changes in this area these were not found to be statistically significant using the Wilcoxon Signed Ranks test.

In the initial survey teachers reported low levels of practice in relation to questions related to school strategy for CEL. Only 52% of respondents to the initial survey agreed or strongly agreed that senior leaders were involved in CEL in their school, and only 33% reported that senior leaders encourage them to integrate CEL in their subject area. There was a statistically significant[3] improvement on self-reported school strategy practice following the pilot. After the CELP 56% of respondents reported that the senior leaders in their school are

---

[1] $Z=-8.453$, $p=0.000$.
[2] $Z=-2.509$, $p=0.012$.
[3] $Z=2.353$, $p=0.019$.

involved in CEL and 48% of respondents reported that senior leaders encourage them to integrate CEL into their subject area.

The teacher survey demonstrates a change in teachers' attitudes towards CEL. Critically it measures this change not just in those teachers who directly participated in the CELP, but also in their colleagues. This suggests that the impact of the CELP was not confined to individual participants but may have contributed to the reported culture change in schools.

Results: Changes in schools' practices
There was clear evidence that completion of the programme positively changed school practice. Most participating schools were prioritising CEL and delivering more CEL related activities. Crucially in many schools the CELP facilitated the school's engagement with CEL at a whole school level. In one case study school a senior leader described how careers had moved from being a *'one person crusade'*.

> *We're building more of a team. We are passionate about what we do and care a lot of what happens to our students. We are in the early stages, we are in the very early stages but it is ten times better than it was. The SLT has been very supportive.* **(Senior leader)**

The evaluation used the Gatsby Benchmarks as a way of evaluating the change in CEL practice within the schools. However, it is important to remember that the programme was not explicitly addressed to the Gatsby Benchmarks. Rather this framework provides a useful summary of good practice which is helpful in judging the broader impacts of the programme. At the end of this section we return to Teach First's own programme aims to review how far the programme satisfied these.

At the start of the programme all participants were asked to rate how far their schools met each of the eight benchmarks on a five-point scale (not addressing, some practice, competent, very competent, outstanding). They were then offered an opportunity in November to revise their original assessment to help to calibrate their original estimation based on a more informed position. Finally, in June or July they were asked to make a final assessment as to their progress against each benchmark. Figure 4 sets out the change that all schools reported against all benchmarks, it compares the total number of benchmarks assessed at each level of practice at the reassessment in November and the final assessment in June across all schools.[4] It shows that schools had shifted their practice in a positive direction with less reporting that they were 'not addressing' or only had 'some practice' relating to the benchmarks and more reporting that they were 'competent', 'very competent' or 'outstanding'. The greatest increase being found for the 'competent' level of practice.

---

[4] Each of the 15 schools school had 8 benchmarks so there were a total of 120 benchmarks observed.

Figure 5: Schools' self-assessments against the benchmarks (comparison between the November reassessment and the June/July final assessment)

Schools' self assessment against all benchmarks - November vs June (n=120)
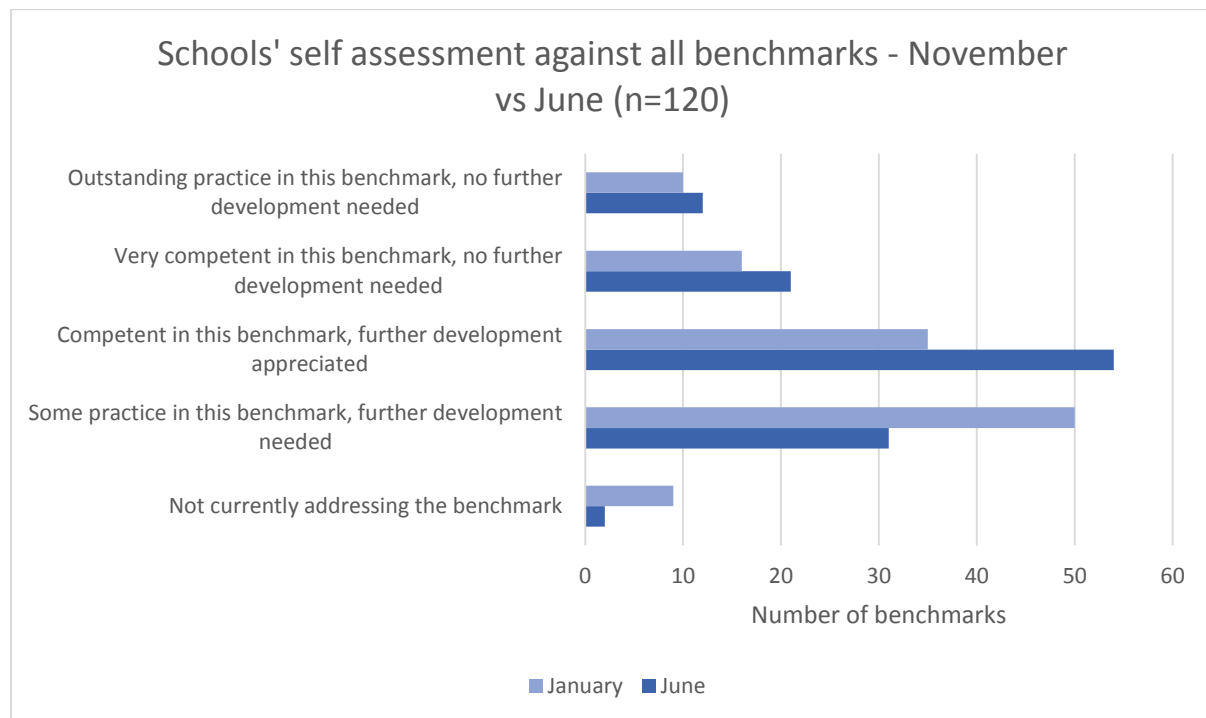
Table 2 provides more detail of the progress made for each individual benchmark. The greatest progress across all the benchmarks is the shift from 'some' to 'competent' practice. This is particularly evident for the 'A stable careers programme' and 'Addressing the needs of each student' benchmarks. The 'Linking curriculum to careers' benchmark remains the most challenging benchmark for schools to deliver, although all schools are at least providing 'some' practice in this area post-programme.

Table 2: Schools' self-assessment for each benchmark at November reassessment and June/July final assessment

Benchmarks		Not currently addressing	Some practice	Competent	Very competent	Outstanding
A stable careers programme	Re-assessment	1	10	4	0	0
	End	0	4	10	1	0
Learning from career and LMI	Re-assessment	4	7	3	1	0
	End	2	8	4	1	0
Addressing the needs of each student	Re-assessment	0	7	4	4	0
	End	0	2	9	3	1
Linking curriculum learning to careers	Re-assessment	2	8	5	0	0
	End	0	10	4	1	0
Encounters with employers	Re-assessment	2	2	8	1	2
	End	0	2	7	4	2
Experience of workplaces	Re-assessment	0	6	4	3	2
	End	0	3	5	4	3
Encounters with further and higher education	Re-assessment	0	4	5	4	2
	End	0	0	8	5	2
Personal Guidance	Re-assessment	0	6	2	3	4
	End	0	2	7	2	4

The careers education practice over the course of the programme has been considerably improved but as Table 3 highlights there has been significant variation in the change in benchmarks practice across schools.

Table 3: Variations across schools between November and June/July

Schools	Number of positively changed benchmarks
School A	8
School B	8
School C	6
School D	5
School E	5
School F	3
School G	3
School H	3
School I	3
School J	3
School K	3
School J	0
School L	0
School M	-1
School N	-7

It is important to note that the shift in practice that is represented in Figure 4 and Table 2 does not represent the full extent of the impact of the CELP. Many schools noted that this year had spurred them into action and made them think carefully about their provision. As is apparent from Table 3 in some cases, this had resulted in immediate changes, but in others it had resulted in the formation of new plans and strategies that, if carried through, will lead to more fundamental changes in the next academic year and beyond. For a couple of schools this means that although they have not made significant progress toward competence in the benchmarks at this stage, the programme has been important for schools to reflect on the practice that is in place and identify key areas that need significant improvements. In some cases this has led the schools to reflect on their initial assessment further and to recognise that they were not as good as they thought that they were. This accounts for some of where schools have revised their self-assessment downwards.

Senior leaders interviewed in the case study schools reported that they felt that the CELP had started them on a path that would continue to drive their school's CEL provision forwards over the next few years.

> *It is work in progress and it is starting to disseminate more widely among the school and the profile of it is starting to gather momentum across the school. So I would say we are within the embryonic stage.* **(Senior leader)**

> *The Teach First programme (CELP) has changed the school a lot. It has changed the curriculum. There is still a lot of work. It isn't 'one year and everything is done'.* **(Senior leader)**

The rest of this section sets out more detail about the way in which schools changed between the beginning and end of the CELP. It reveals a consistent pattern of change which participants attributed to their participation in the CELP.

A stable careers programme
Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. **(Gatsby Charitable Foundation, 2014)**

The first of the Gatsby benchmarks is concerned with the overarching strategy, planning and evaluation of the schools' careers provision. There was strong evidence that participation in the programme had driven changes in practice between the beginning and the end of the CELP and that participating schools were now approaching careers more strategically and offering more coherent programmes. One senior leader, interviewed as part of the case studies, articulated the rationale for a whole school approach to CEL.

> *Having a whole school approach is really important. It can't be an add on – it has to be embedded and an expectation. Careers doesn't sit in isolation, we believed that it would impact on behaviour, attention to detail and students' responsibility. We believe that there is a direct impact on class room teachers. We drove this from the SLT and the impact has been 100% positive. Staff can see the tangible impacts.* **(Senior leader)**

Participants found the approach set out in the Gatsby benchmarks helpful as it offered a practical structure around which schools' programmes could be built.

Schools were asked a number of yes / no questions at the beginning and end of the CELP about features of their careers programme.

Table 4: Number of schools agreeing with key statements about their careers programme at the beginning and the end of the CELP

	Beginning	End
Careers programme written down	7	15
Careers programme on the web	1	7
Someone has responsibility for careers	14	15
The person with responsibility for careers is on the SLT	3	6
School evaluates the programme every 3 years	9	11

As Table 4 shows practice across participating schools changed during the period of the CELP in a positive direction. In particular the programme supported all of the participating schools to produce a strategy which they hoped would drive their provision forwards over the next few years.

There was a clear sense from participants that involvement in the programme fed directly through into practice changes in many cases.

> *Then we had a session on evaluation […] and that was really useful because it made me think about how I get feedback from the various different events and programmes, whatever it is that we put in place in school. So now I have changed my evaluation sheet that I give to pupils or that I give to employers who come to try and get more targeted valuable data back from them.* **(CELP participant)**

A particularly important aspect was the way in which involvement in the programme impacted on the engagement of school senior leaders. The pattern of senior leadership involvement across the cohort was variable at the start of the programme. However, all

participants recognised that engaging their senior leadership was critical to achieving changes within the school.

> *The missing link has always been the joined up approach. And now we have a member of the SLT team to drive it at the highest level then the balance is all there. The Teach First programme made a major difference, giving a direction on where to go. (CELP participant)*

The approach taken by Teach First to engage the SLT through meeting and working with the middle leader was critical. The programme lead met with or had a phone call with a member of each schools' SLT at least twice during the year. It was clear from conversations with the participants and with the programme lead that this direct intervention with the SLT was critical both in achieving school buy in to the programme and in driving change within the schools.

Learning from career and labour market information

> *Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. (Gatsby Charitable Foundation, 2014)*

The programme contained sessions which demystified labour market information and provided examples of how it could be used by schools. Each school also received a localised LMI template. The participants rated this focus as particularly useful, but the overall area still proved to be one of the more difficult to make progress. As a cohort the schools made progress on this benchmark, with five schools rating themselves as 'competent' or 'very competent' by June. Table 5 and Table 6 show that the dissemination of LMI for both students and parents has improved over the course of the CELP but as with their overall self-assessments, there is still considerable room for schools to improve their practice of this benchmark.

Table 5: School responses to the question: *By age 14, how often do all students have access to information about the labour market to inform their career and study decisions?* **At the beginning and end of the CELP**

	Beginning	End
Never	3	1
Rarely	5	3
Sometimes	3	5
Often	2	2
Always	2	4

Table 6: School responses to the question: *How often does the school encourage all parents and carers to access information about labour markets and future study options to support their children?* **At the beginning and end of the CELP**

	Beginning	End
Never	4	1
Rarely	5	4
Sometimes	5	8
Often	0	0
Always	1	2

There were some clear examples of where engagement with the CELP had driven improvements in schools use of career and labour market information.

> *I conducted an inset day for teachers on how they can use LMI data in their lessons at beginning of summer term. One teacher also used LMI data in sessions with year 11s in the period after their exams. Also, the school is in the middle of constructing a new website and I have requested a careers page and a link to the LMI widget on that. And I asked that there be a careers section in a newsletter that goes to pupils and parents.* **(CELP participant)**

For others the programme has helped them to recognise the importance of career and labour market information, but this is still at the planning stage.

Involving parents in using career and labour market information was seen as a very difficult thing to do.

> *We keep reaching out and sending the messages but I don't think parents have made the connection that school is a place where you come and develop the skills for a later career. I think that this is because a lot of parents did not get a career from being at school because of the sort of jobs they have gone into.* **(Senior leader)**

Addressing the needs of each student

> *Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.* **(Gatsby Charitable Foundation, 2014)**

This benchmark identifies that opportunities for advice and support need to be tailored to the needs of each student. It also highlights that a school's careers programme should embed equality and diversity considerations throughout.

This benchmark has seen a positive shift during the duration of the CELP with the largest proportion of schools (9) stating that they are 'competent' in addressing the needs of each pupil by the end of the programme, whilst 4 schools rated themselves as 'very competent' or 'outstanding'.

Table 7 and Table 8 highlight that the programme has encouraged some improvement in the way that schools record advice and share records with students, but there are still activities that could be improved for this benchmark for most of the schools.

Table 7: Schools' responses to the question: *How often does the school record the individual advice given to all students and subsequent agreed actions?* **At the beginning and end of the CELP**

	Beginning	End
Never	0	0
Rarely	5	3
Sometimes	2	2
Often	2	3
Always	6	7

Table 8: Schools' responses to the question: *How often does the school allow all pupils to review their records to support their career development?* **At the beginning and end of the CELP**

	Beginning	End
Never	4	3
Rarely	1	0
Sometimes	6	7
Often	1	1
Always	3	4

Participants highlighted how the CELP supported future planning to improve record keeping within their careers programme.

> *Next year we're going to have an online careers passport for every pupil which parents will also be able to access. IAG coordinator has done a lot of work this year to create records for pupils.* **(CELP participant)**

> *The school has always done it* [kept records for career development] *a bit but it was not as formalised as it is now. It is easier now as we have an extra member of staff.* **(CELP participant)**

Linking curriculum learning to careers

> *All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.* **(Gatsby Charitable Foundation, 2014)**

This benchmark which identifies that all teachers should link curriculum learning with careers, along with a focus on linking STEM subjects with careers, remains a significant challenge for schools. While many of the other benchmarks can be seen as supplemental to existing practice in schools, this benchmark requires all teachers to change the way in which they teach. This kind of whole school shift in professional practice is challenging for all schools. Nonetheless, as shown in table two there was some development in schools

provision in this benchmark so that by the end of the programme 10 schools state that they have 'some' practice whilst 4 identify their provision as 'competent' and 1 school rates themselves as 'very competent'.

Table 9: Schools' responses to the question: *By age 14, how often do all students have opportunities to learn how STEM subjects can be related to a range of careers? At the beginning and end of the CELP*

	Beginning	End
Never	1	0
Rarely	2	2
Sometimes	6	4
Often	3	4
Always	3	5

Participants talked about how they had engaged their colleagues to help them to embed CEL in the curriculum.

> *I have got now a champion in each faculty area that during the departmental meeting will champion the employability skills agenda.*
> *(CELP Participant)*

In some schools this seemed to be paying off. We spoke to subject teachers as part of the case studies. Some were able to provide examples of how they had been embedding careers in their provision.

> *A lot of the students come into art and creative lessons without being aware of what careers this leads to. I've been trying to make them more aware. This year this has been becoming part of my speak during lessons. The first thing that I did was to find out about art based careers. I've then started to make them aware of different careers. I've done this through starter activities and through conversations with. Everything links to art.*
> *(Teacher)*

> *I'm drawing on my own experiences and doing research on careers to inform my curriculum. We need to make it a natural part of the curriculum.*
> *(Teacher)*

Encounters with employers

> *Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. (Gatsby Charitable Foundation, 2014)*

There has been some improvement in the way that schools provide opportunities for students to learn from employers about work, employment and the skills that are valued in the workplace, there was some good practice in place prior which has been built upon over the course of the CEL programme. At the end of the programme: 7 schools rate themselves

as 'competent' whilst 6 schools identify as 'very competent' or 'outstanding' in providing encounters with employers.

11 schools state that all students from the age of 11 'often' or 'always' have opportunities to encounter employers.

Some participants identified that encounters with employers were often focused on students in older year groups.

> *Sometimes but often for some year groups 11, 12 and 13 but not for other year groups who would mainly just have had a fair, although year 10s also get work placements. (CELP participant)*

This did not mean that schools were not providing CEL for other year groups. Many participants highlighted the importance of starting CEL early (in year 7 or 8) but encounters with employers were often focused on older students. However, some participants had put in place plans to expand coverage in future years.

> *Using employers to support a student leadership day (working with other schools and identifying leaders in schools with years 9, 10, 11, 12 and 13) and practice interviews with year 12 with employers. Year 9 will have a careers morning focusing on different sectors and local industries. Including things from year 8 now. Other things in plan but relying on external agencies to commit to school but not yet done so. (CELP participant)*

Experiences of workplaces

> *Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. (Gatsby Charitable Foundation, 2014)*

Schools have shown some improvements since the beginning of the programme in providing first-hand experiences of the workplace through work visits, work shadowing or work experience. This benchmark was assessed by some schools as high achieving prior to the commencement of the programme and as such the shift has been observed in those schools that had limited practice to begin with (see table 2). One participant (from a school with high competence before the beginning) explains how the programme is helping to focus on a newer area of experiences of the world of work through apprenticeships.

We're trying to get another work experience for year 12s in the next academic year (probably will be a week). Also looking at a couple of plans around apprenticeships - looking at getting a few experience mornings for students to see what an apprenticeship would be like, targeted at those in year 10 and above (and possibly also year 9) who are interested in doing an apprenticeship or those who are disaffected or whose academic progress is concerning. Plans with the TF CELP mentor, from the [business partner], to host students there too but details not yet finalised. **(CELP participant)**

Encounters with Further Education and Higher Education

> *All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. (Gatsby Charitable Foundation, 2014)*

Providing information about the range of learning opportunities available for students is an area that the majority of schools are well experienced in. One module focused on post-secondary pathways with the particular aim of broadening participants understanding of the full-range of options (ie not just university). Participating schools made some progress in this area during the programme and by the end of the programme all schools reported at least a 'competent' delivery of activities for this benchmark.

The evidence suggested that schools had broadened the nature of the encounters with post-secondary providers that they were providing for students. Table 10 shows that by the end of the programme more schools were engaging with apprenticeship providers.

Table 10: Schools' responses to the question: *By age 16, how often do all students have at least one encounter with an apprenticeship provider?* At the beginning and end of the CELP

	Beginning	End
Never	0	0
Rarely	3	1
Sometimes	6	6
Often	2	2
Always	4	6

Most schools discussed how providing extensive learning information about HE options was a real strength of their provision.

> *We are very good at this. We got plenty of engagement to go on. We have higher education visits, we have Higher Education Week. A lot of things are going on. Every single student in Y12 that wants to go to university is going to take part in HE Week which includes three visits to universities and workshops that help with their UCAS application.* **(CELP participant)**

One senior leader highlighted the fact that there were actually very few good quality apprenticeships and school leaver programmes and consequently was happy with her school's focus on universities. However, schools understood the importance of presenting students with all of the options.

> *We are really conscious because of the student cohort not to favour particular students, we are trying to make sure we don't favour university over other progression routes, we are trying to be as balanced as we can.* **(Senior leader)**

Personal guidance

> *Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.* **(Gatsby Charitable Foundation, 2014)**

The provision of good quality guidance interviews for all students, particularly at key decision making points of their school life is another area of strength for a lot of the schools involved.

Four schools rated themselves as 'outstanding' prior to the commencement of the programme and this has been maintained at the end, the progress made has been most significant for those schools that previously only had 'some' practice of activities for this benchmark. Seven schools report that they are 'competent' whilst six state that they are either 'very competent' or 'outstanding' at providing personal guidance to all students at the end of the programme.

For many of the schools much of their practice for this benchmark is largely unchanged as provision was very good to begin with but some participants have highlighted that the programme has encouraged greater frequency of more informal personal guidance and that in some cases younger students are being provided with access to guidance.

> *All year 11s have interview with careers guidance provider - then it is really integrating guidance from tutors and teachers throughout the other year groups. No changes planned at the moment. IAG has gained awareness in the school this year [through the programme] and so discussions between students and tutors/teachers do seem to be happening more frequently.* **(CELP participant)**

One of the case study schools had started to schedule careers sessions for all students and carefully monitor attendance to ensure that students actually attend.

Return on investment
A financial evaluation was not part of this evaluation. However, given the strong positive results that are being found it is important that this is built into subsequent evaluations.

Summative comments
The CELP pilot was successful. The evidence suggests that it was well implemented, liked and found useful by participants, that it affected a change in attitudes in the schools that participated and that critically it shifted practice in these schools in a positive direction.

In addition, it was possible to pick up positive impacts at all levels of the evaluation framework (investment, take-up, reaction, learning, behaviour and results) except for the return on investment which was not addressed in the evaluation. All of the findings point to the fact that the CELP was a very successful programme.

In relation to Teach First's aims for the CELP. The evaluation suggests that participants became more confident, knowledgeable in CEL and better able to lead this activity in their schools; that the schools developed clear strategies for CEL during the programme; that in most schools there was a substantial improvement in SLT engagement with CEL; and that the participants were well supported by Teach First and embedded in a network of support that included local business mentors, CEL providers and peer support networks.

In many ways the CELP should be understood as a school development programme delivered through a training course. The way in which the programme design scaffolded the development of the participants, advocated for them and for CEL within the schools and prepared the participants to be an agent of change proved to be critical to its success. The participants understood the multi-faceted nature of the programme and recognised that they were not on 'just another training course'. One participant summed this up saying.

> *Time coming up in the curriculum is not a result of the CELP training. I would always have argued it anyway but what happened as a result of the CELP training is, it has been able to help give me some weight and*

credibility some really concrete suggestions on how I would use that time and therefore it has been much more persuasive. (CELP participant)

Participants reported the way in which participating in the programme had enabled them to become an agent of change within their school.

What they [the governors] were really impressed by was the fact that I am basically challenging upwards and holding them to account a little bit by saying, look, I want you to challenge me; I want you to give input to what we are doing but I also need your support with this and they were very keen. They actually would like that to happen across other areas of the school and not just the employability initiative. (CELP participant)

One Head Teacher, interviewed as part of the case studies, highlighted the way in which the programme had begun a process of change within the school.

At the moment we are in a process of implementation and embedding. We are ensuring that we have a person leading it forwards. We are also appointing a CEIAG co-ordinator and we've refocused pastoral support towards careers as part of the restructuring. But, we still need to get teachers more involved and for it to become more of the ethos of the school. (Senior leader)

Some staff felt that this had already started to make a real difference to the perspectives of students within their schools.

There is a drastic improvement in these students' outlook on careers and their futures. (Teacher)

Students are getting much more informed. They want more and they want more experiences of more careers. (Teacher)

I believe that we have successfully raised aspirations in schools. I think that we have planted some seeds. (CELP participant)

We've given students an element of confidence that they wouldn't have had than in the past. This year group are much more polished. (CELP participant).

Summary against the aims for the Careers and Employability Initiative

The following table sets out an overall summary of the findings of the evaluation again Teach First's programme aims.

Table 11: Evaluation summary against programme aims

Programme	Initial programme aims	Findings
ITT Sessions	New teachers feel confident and equipped to fulfil the pastoral/careers informant role.	The ITT sessions were delivered at a very early stage of the Initiative. There is a need to develop this element further in future iterations of the Careers and Employability Initiative.
CPD Sessions	Subject teachers feel more confident and better equipped to make connections between CEL and their subject.	The CPD workshops were successfully organised, impacted on over 200 teachers and were well received. Participants reported that they were satisfied with the programme and that they felt it met the learning outcomes. Teachers reported in their feedback on the session that they felt able to implement their learning in the classroom.
Careers and Employability Leadership Programme (CELP)	15 teachers become confident, knowledgeable and trained leaders in this field, and understand what first-class provision in CEL looks like.	There was strong evidence that all participating teachers found the programme useful had developed both their leadership skills and their knowledge of CEL during the programme. Furthermore, there was also evidence that there had been knowledge transfer to other teachers in their schools.
	15 schools design a high quality whole-school careers strategy, including a robust monitoring and evaluation framework.	All participating schools made considerable progress on planning and strategy around CEL and produced a school wide CEL strategy.
	15 schools gain Senior Leadership Team (SLT) buy-in for the implementation of the new whole-school careers strategy.	Teach First staff both supported participants to engage with their SLT and directly intervened to engage them. The evidence from both the teachers' survey and the self-assessment suggested that SLTs became more engaged throughout the programme and that implementation is already underway or planned for next year.
	15 schools are effectively supported throughout the programme by the Teach First Programme Lead, local business mentors and peer support networks.	Participants felt well supported. 100% rated the support that they were given by Teach First as useful They were also very positive about the support that they received from careers providers, employers and from their peers on the course.

4. Looking forwards

The evaluation suggests that the Teach First Careers and Employability Initiative was a very successful project. While there are a number of areas for improvement, there was clear evidence of substantial impacts. In this section we consider how Teach First should move the programme forwards based on this pilot year.

This section raises the following questions and sets out the evaluators' thoughts and recommendations in relation to them.

1.   Does the overall design of the Careers and Employability Initiative work?

2.   What is the key to the effectiveness of the CELP?

3.   Is the scale of commitment right?

4.   Would there be value in accreditation?

5.   How could the project be made sustainable and scaled up?

Does the overall design of the Careers and Employability Initiative work?

As we have already stated the overall evaluation of the Teach First Careers and Employability Initiative is very positive. However, it is worth noting that as it currently stands the Careers and Employability Initiative is not really a coherent whole. Rather it is three projects linked by a focus on CEL. The first of these (the Initial Teacher Training intervention) was delivered at a very early stage of the project and will need further development in future years. The second (the CPD programme) was universally positively received, but remains as a fairly slight intervention. The third (the CELP) is clearly a very strong training product. The CELP is also the most resource intensive and so got the majority of the development attention during the first year. In subsequent years a similar level of innovation needs to be applied to the other elements.

One option would be to conclude that future years should be focused exclusively on the CELP as the most distinctive element of the project. However, we believe that this would be a missed opportunity and that subsequent iterations of the Careers and Employability Initiative should consider and seek to develop the full suite of training and development products that is needed to support schools to drive forwards CEL. For example, there is a need for CPD products which engage schools and teachers in CEL and which potentially drive them towards future participation in more substantial development opportunities like the CELP. There is also a need for training and development opportunities that support schools which have already developed a strategy to build the capacity of their staff. One Head Teacher also raised the need for CPD products for his wider staff body now that they had completed the CELP and developed their strategy.

Some teachers who were interviewed in case study schools also highlighted their limited knowledge in this field, especially non-university routes, and felt that they needed more training and support.

> *For example, if a student wants to go into a local apprenticeship, I basically have no knowledge of that. So I have to direct them to the Director of Careers to then sort it out. While when it comes to university, I have gone through that route myself, I know a bit more about that and we had a bit more training as teachers on that.* **(Teacher)**

Recommendation #1: Future iterations of the Teach First Careers and Employability Initiative should seek to create a progressive framework of training and development products which can support schools to deliver high quality CEL.

What is the key to the effectiveness of the CELP?

As we have already noted, the CELP was a very impactful programme which the evidence suggests supported the transformation of strategy and practice in schools and contributed to shifting teachers' attitudes towards CEL. Participants told us that the way in which Teach First actively engage the whole school rather than just a single participant was critical for achieving these impacts. Participants felt that they were empowered to become agents of change within their schools.

There was strong agreement across all participants that the involvement of senior leaders in the programme was critical. A few of the CELP participants were actually in senior leadership roles themselves and clearly found it easier to make progress. However, this presented some problems for the programme which was working with a diverse range of participants. There is a need to maintain SLT involvement, but given the demands on senior leader time it is probably not feasible for the CELP, in its current form, to be aimed primarily at SLT. We believe that the initial focus on middle leadership remains the right choice although it is important that this is supplemented with strong SLT support and involvement. The existing approach of regular meetings between SLT and the programme lead was valuable and it is suggested that this is maintained and that other opportunities to involve SLT directly are sought. For example, the programme lead suggested that it may be valuable to bring SLT together to discuss their involvement in the programme.

> *One of the things we may be able to do is bring SLT representatives together as a group. It would have been good for SLT to meet other SLT to talk about the challenges… I think we will involve SLT in at least a couple of modules and give them the chance to meet other SLT leads who are meeting some of the same and different challenges as well.* **(Programme lead)**

Teach First may also want to consider whether the CELP could be more effectively rebranded as a school development programme rather than a training course. The whole school buy in to the programme is critical and it might be useful to make a virtue of this rather than to present the programme as a training course for an individual.

Recommendations #2: The whole school approach taken in the CELP appears to offer some powerful impacts. Teach First should maintain this approach as they continue to develop the CELP.

Recommendation #3: The CELP should be focused on the development of careers leaders. The careers leader in a school will usually be a middle leader, but it is also important that SLT involvement in the programme is maintained.

Recommendation #4: Teach First should reconsider how the CELP is branded and framed and consider whether it would be better articulated as a school development programme rather than a training course.

Is the scale of commitment right?

The different elements of the Careers and Employability Initiative ask for very different levels of commitment. Both the ITT intervention and the CPD workshops are relatively brief, whilst

the CELP is a very deep intervention. There will always be a tension between depth and breadth of coverage. However, there may be value in considering the scale of the whole initiative in the future and of considering how the different elements relate to each other. In particular it is notable that there is a very substantial jump in commitment between the CPD workshops and the CELP. There may be room for something in between the two (e.g. 1 day or 2 day courses).

The evaluation provides some evidence to suggest that the depth of interventions are related to their impact. Consequently, Teach First should be careful about watering substantial interventions like the CELP down. The participants in the programme felt that the level of commitment involved in the programme was appropriate for its scope and impact. However, a number of participants reported that their senior leaderships challenged them about the scale of the commitment. Given this it is critical that senior leaders are strongly bought into the programme.

In Recommendation #1 we suggested that Teach First views the goal of its Careers and Employability Initiative as developing a progressive framework to support schools' CEL provision. Concerns about the level of commitment for the CELP highlight the importance of this recommendations.

There may also be value in Teach First considering ways in which the pattern of engagement on the CELP should be changed. A number of ideas were advanced that could be experimented with in future years.

1.   Lengthening the programme to 18 months or two years to spread the commitment over a longer period and make it less of an intensive demand on schools.

2.   Coordinating the programme regionally to make it possible to deliver more of the content in ways that would make less demands on schools e.g. regular twilight sessions.

3.   Distributing the commitment more widely through the school. For example, the SLT attending one session, middle leaders 4 and other teachers or careers staff 3 sessions. This would build on the holisitic, whole school approach in the CELP, but might reduce the capacity of the programme to be as transformative for an individual.

4.   Delivering some content could be delivered online. However, there was some scepticism as to whether this would be able to create the kind of deep engagement that was at the heart of the success of the CELP.

From the perspective of Teach First the intervention is resource intensive. Any attempt to scale it up is likely to require additional resourcing.

> **Recommendation #5:** The pattern of delivery for the Careers and Employability Inititative should be reviewed to ensure that there are a range of products which require different levels of commitment. There is also a need to consider ways to make the CELP more flexible without watering it down.

Would there be value in accreditation?

The fact that the CELP was so demanding led a number of participants to question whether it should lead to a qualification or accreditation. Some participants felt that a more tangible form of accreditation would help to justify the level of commitment. Two main options were articulated.

1. A qualification for the CELP participant e.g. a Masters or postgraduate certificate.

2. An accreditation for the school e.g. linking participation in the programme to a Quality in Careers Standard award.[5]

A survey of participants organised by the programme lead reveals strong enthusiasm for both of these ideas with all of the participants saying that they would be interested in a school level accreditation for their careers provision and 75% saying that they would be interested in a careers leader qualification. This was also backed up by CELP participants who were interviewed as part of the case studies. The programme lead also highlighted this as an issue that there would be value in looking at in the future.

> *How do the schools, that invested, not financially but in terms of time, show external assessors or quality award assessors what they have been involved in? This year we are having certification to say that they have been involved and what they have done. But I think for the expansion it would be good to have a level of accreditation and I think we need to decide whether that is at an individual level or school level or both.* ***(Programme lead)***

Recommendation #6: Discussions should be opened with universities and other accreditation bodies to explore ways in which the programme could lead to a qualification.

Recommendation #7: Discussions should be opened with the board of the Quality in Careers Standard to explore whether participation in the programme could lead to the award of a quality mark for the school.

How could the project be made sustainable and scaled up?

Andrews and Hooley (2017) have mapped the three previous attempts to create a CPD framework and approach to training for careers leaders. They conclude that while many had merit all have failed due to a lack of recognition of the role by policy makers, the teaching and careers professions and a sustainable model for the provision of CPD. The failure of the various attempts to professionalise the role of the careers leader has resulted in a situation where all too often CEL in schools is led by someone with little expertise.

> *It has always been a deep irony that the one person in schools who should be promoting the need for training and qualifications for jobs is all too often the one person without any training for their job.* ***(Andrews and Hooley, 2017)***

The Teach First Careers and Employability Initiative offers an opportunity for this to be addressed. While there are lessons to be learnt from the pilot, overall it should be understood as a resounding success. However, there is a desperate need to scale this up and to put it onto a more sustainable basis.

The Careers and Employability Initiative is a substantial programme which requires high quality staff and appropriate resources. As we have already argued Teach First should be careful about watering down the quality of the project as this may result in a reduction in its impact. However, if it is going to continue on a similar basis it will need to attract more funding.

---

[5] The Quality in Careers Standard exists to provide national validation for England's range of Quality Awards for Careers Education, Information and Guidance. For further information see http://www.qualityincareers.org.uk/.

In order for the project to be scaled up and placed on a more sustainable basis Teach First need to publicly commit to the programmes future and to signal that this work is a key part of the organisation's portfolio. It is important that the project continues to be evaluated as it is scaled up to check that the innovations associated with growing the programme do not mitigate against its quality.

Secondly the organisation need to explore more sustainable funding models. At the moment funding has come largely from business. Teach First should seek to broaden the range of employers involved in funding the project and engage them over longer time periods. It would be worth thinking about whether it is a viable proposition to ask schools to pay some or all of the costs.

It is also important to make a case for around the policy impacts of the programme. Policy interest in careers is continuing to grow. The Careers and Employability Initiative is well aligned to the current policy approach as it seeks to build capacity within schools. Teach First should explore whether the Department for Education or The Careers & Enterprise Company can be engaged as funders and project partners.

Recommendation #8: Teach First should publicly commit to the future of the Careers and Employability Initiative and seek to scale it up over the next few years.

Recommendation #9: A range of funding sources should be explored to develop the Careers and Employability Initiative.

Recommendation #10: Teach First should seek a meeting with the new Careers Minister as part of a process of engaging policymakers and educating them about the role of careers leaders.

References

Anders, J. (2015). Private pay progression. *The Sutton Trust Research Brief*, 6.

Andrews, D. and Hooley, T. (2017). " … and now it's over to you" - Recognising and Supporting the Role of Careers Leaders in Schools in England. *British Journal of Guidance and Counselling*, forthcoming.

Archer, L. and Moote, J. (2016). *ASPIRES 2 Project Spotlight: Year 11 Students' Views of Careers Education and Work Experience*. London: King's College.

Baars, S. Parameshwaran, M., Menzies, L. and Chiong, C. (2016). *Firing on All Cylinders: What Makes An Effective Middle Leaders*. London: Teaching Leaders and LKMCo.

Bell, D. N. and Blanchflower, D. G. (2010). UK unemployment in the great recession. *National Institute Economic Review*, *214*(1), R3-R25.

Department for Business Innovation and Skills. (2016). *Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice*. London: DBIS.

Department for Business Innovation and Skills and Department for Education. (2016). *Post-16 Skills Plan*. London: DBIS and DfE.

Department for Education. (2015). Timeline of changes to GCSEs, AS and A levels. Available from https://www.gov.uk/government/publications/timeline-of-changes-to-gcses-as-and-a-levels [Accessed 2nd August 2016].

Dermol, V., and Cater, T. (2013) The influence of training and training transfer factors on organisational learning and performance. *Personnel Review*, 42(3): 324-348.

Dodd, V. and Hooley, T. (2016). *Evaluation of the Legacy Careers Project*. Derby: International Centre for Guidance Studies, University of Derby.

Dorsett, R. and Lucchino, P. (2015). *The School-to Work Transition: An Overview of Two Recent Studies*. London: National Institute of Economic and Social Research.

Gatsby Charitable Foundation (2014). *Good Career Guidance*. London: Gatsby Charitable Foundation.

Hooley, T. (2014). *The Evidence Base on Lifelong Guidance*. Jyväskylä, Finland: European Lifelong Guidance Policy Network (ELGPN).

Hooley, T., Matheson, J. and Watts, A.G. (2014). *Advancing Ambitions: The Role of Career Guidance in Supporting Social Mobility*. London: Sutton Trust.

Hooley, T., Watts, A.G. and Andrews, D. (2015). *Teachers and Careers: The Role of School Teachers in Delivering Career and Employability Learning*. Derby: International Centre for Guidance Studies, University of Derby.

Hughes, D., Mann, A., Barnes, S., Baldauf, B., McKeown, R. (2016). *Careers Education: International Literature Review*. London: Education Endowment Foundation.

Hutchinson, J., and Kettlewell, K. (2015). Education to employment: complicated transitions in a changing world. *Educational Research*, 57(2), 113-120.

Jerrim, J. (2013). *Family Background and Access to High 'Status' Universities*. London: The Sutton Trust.

Kirkpatrick, D.L. (1994). *Evaluating Training Programs: The Four Levels*. San Francisco: Berrett-Koehler.

Langley, E., Hooley, T., Bertuchi, D. (2014). *A Career Postcode Lottery? Local Authority Provision of Youth and Career Support Following the 2011 Education Act*. Derby: International Centre for Guidance Studies, University of Derby.

Lanning, T. (2012). *From Learning to Earning: Understanding the School-To-Work Transition in London*. London: IPPR.

Noe, R. A., Clarke, A. D. and Klein, H. J. (2014). Learning in the twenty-first-century workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1): 245-275.

OECD. (2004). *Career Guidance and Public Policy: Bridging the Gap*. Paris: OECD.

Ofsted. (2013). *Going in the Right Direction: Careers Guidance in Schools from September 2012*. Manchester: Ofsted.

Pelgrum, W. J. and Law, N. (2003). *ICT In Education Around The World: Trends, Problems And Prospects*. Paris: UNESCO, International Institute for Educational Planning.

Sammons, P., Toth, K. and Sylva, K. (2016). *Believing in Better. How Aspirations and Academic Self-Concept Shape Young People's Outcomes*. London: The Sutton Trust.

Strand, S. (2016). Do some schools narrow the gap? Differential school effectiveness revisited. *Review of Education*, 4(2), 107-144.

Teach First. (2015). *Careers Education in the Classroom*. London: Teach First.

Teach First. (2016). The Fair Education Impact Goals. Available from https://www.teachfirst.org.uk/why-we-exist/what-were-calling [Accessed 2nd August 2016].